

## LOCKHART SCHOOLS

212 Lockhart Drive  
Lockhart, South Carolina 29364

**GRADES** K-12 High School

**ENROLLMENT** 153 Students

**PRINCIPAL** Glenn Hibbard 864-545-6501

**SUPERINTENDENT** Thomas White 864-429-1740

**BOARD CHAIR** Jane Hammett 864-427-7081

## THE STATE OF SOUTH CAROLINA

### ANNUAL SCHOOL REPORT CARD

# 2004

#### ABSOLUTE RATING:

**EXCELLENT**

Absolute Ratings of High Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
9	21	8	2	0

#### IMPROVEMENT RATING:

**EXCELLENT**

#### ADEQUATE YEARLY PROGRESS:

**NO**

This school met 3 out of 5 objectives. The objectives included performance and participation of students in various groups and student attendance rate.

#### SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

**FOR MORE INFORMATION, VISIT WEBSITES AT:**

**[WWW.MYSCSCHOOLS.COM](http://WWW.MYSCSCHOOLS.COM)**

**[WWW.SCEOC.ORG](http://WWW.SCEOC.ORG)**

**PERFORMANCE TRENDS OVER 4-YEAR PERIOD**

	<b>Absolute Rating</b>	<b>Improvement Rating</b>	<b>Adequate Yearly Progress</b>
<b>2001</b>	Good	Unsatisfactory	N/A
<b>2002</b>	Average	Unsatisfactory	N/A
<b>2003</b>	Good	Average	No
<b>2004</b>	Excellent	Excellent	No

**DEFINITIONS OF DISTRICT RATING TERMS**

- Excellent - District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good - District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average - District performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average - District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory - District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

**HIGH SCHOOL ASSESSMENT PROGRAM (HSAP) EXAM PASSAGE RATE: SECOND YEAR STUDENTS**

	<b>Our School</b>			<b>High Schools with Students Like Ours</b>		
<b>Percent</b>	<b>2004</b>	<b>2005</b>	<b>2006</b>	<b>2004</b>	<b>2005</b>	<b>2006</b>
<b>Passed 2 subtests</b>	82.6	N/A	N/A	73.5	N/A	N/A
<b>Passed 1 subtest</b>	17.4	N/A	N/A	14.2	N/A	N/A
<b>Passed no subtests</b>	N/A	N/A	N/A	12.6	N/A	N/A

**EXIT EXAM PASSAGE RATE BY SPRING 2004**

	<b>Our School</b>	<b>High Schools with Students Like Ours</b>
<b>Percent</b>	100.0%	93.8%

**ELIGIBILITY FOR LIFE SCHOLARSHIP**

<b>Percent of</b>	<b>Our School</b>	<b>High Schools with Students Like Ours</b>
<b>Seniors eligible for LIFE Scholarships at four-year institutions*</b>	6.3	12.7
<b>Seniors who met the SAT/ACT requirement</b>	6.3	12.9
<b>Seniors who met the grade point average</b>	68.8	48.6

\*Using only the SAT/ACT and grade point average requirements

**GRADUATION RATE**

	<b>Our School</b>	<b>High Schools with Students Like Ours</b>
<b>Number of Students</b>	17	205
<b>Number of Diplomas</b>	17	149
<b>Rate</b>	100.0%	73.4%

PERFORMANCE BY STUDENT GROUPS

	Exit Exam Passage Rate by Spring 2004		Eligibility for LIFE Scholarship		Graduation Rate		
	n	%	n	%	n	%	Met State Objective
All Students	22	100.0	16	6.3	17	100.0	YES
Gender							
Male	16	100.0	12	8.3	13	100.0	N/A
Female	6	100.0	4	I/S	4	I/S	N/A
Racial/Ethnic Group							
White	19	100.0	13	7.7	14	100.0	N/A
African-American	3	I/S	3	0.0	3	I/S	
Asian/Pacific Islander	0	N/A	0	N/A	0	N/A	N/A
Hispanic	0	N/A	0	N/A	0	N/A	N/A
American Indian/Alaskan	0	N/A	0	N/A	0	N/A	N/A
Racial/Ethnic Group							
Non disabled	19	100.0	16	6.3	17	100.0	N/A
Disabilities other than speech	3	I/S	0	N/A	0	N/A	N/A
Migrant Status							
Migrant	0	N/A	0	N/A	0	N/A	N/A
Non-migrant	22	100.0	16	6.3	N/A	N/A	N/A
English Proficiency							
Limited English Proficient	0	N/A	0	N/A	0	N/A	N/A
Non-Limited English Proficient	22	100.0	16	6.3	17	100.0	N/A
Socio-Economic Status							
Subsidized meals	9	100.0	7	0.0	7	100.0	N/A
Full-pay meals	13	100.0	9	11.1	10	100.0	N/A

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

**HSAP PERFORMANCE BY GROUP**

	<i>Enrollment 1<sup>st</sup> Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced (adj.)</i>	<i>Performance Objective Met</i>	<i>Participation Objective Met</i>
<b>English/Language Arts - State Performance Objective = 33.3%</b>									
All Students	26	88.5	N/A	34.8	43.5	21.7	78.3	YES	NO
<b>Gender</b>									
Male	14	100.0	N/A	28.6	42.9	28.6	78.6	N/A	N/A
Female	12	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Racial/Ethnic Group</b>									
White	24	87.5	N/A	33.3	42.9	23.8	76.2	I/S	I/S
African-American	2	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Asian/Pacific Islander	0	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	0	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
<b>Disability Status</b>									
Not Disabled	25	88.0	N/A	31.8	45.5	22.7	81.8	N/A	N/A
Disabled	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
<b>Migrant Status</b>									
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	26	88.5	N/A	34.8	43.5	21.7	78.3	N/A	N/A
<b>English Proficiency</b>									
Limited English Proficient	0	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Non-Limited English Proficient	26	88.5	N/A	34.8	43.5	21.7	78.3	N/A	N/A
<b>Socio-Economic Status</b>									
Subsidized meals	11	90.9	N/A	20.0	70.0	10.0	90.0	I/S	I/S
Full-pay meals	15	86.7	N/A	46.2	23.1	30.8	69.2	N/A	N/A
<b>Mathematics - State Performance Objective = 30.0%</b>									
All Students	26	88.5	17.4	34.8	30.4	17.4	65.2	YES	NO
<b>Gender</b>									
Male	14	100.0	7.1	50.0	21.4	21.4	64.3	N/A	N/A
Female	12	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Racial/Ethnic Group</b>									
White	24	87.5	19.0	28.6	33.3	19.0	66.7	I/S	I/S
African-American	2	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Asian/Pacific Islander	0	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	0	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
<b>Disability Status</b>									
Not Disabled	25	88.0	18.2	31.8	31.8	18.2	68.2	N/A	N/A
Disabled	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
<b>Migrant Status</b>									
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	26	88.5	17.4	34.8	30.4	17.4	65.2	N/A	N/A
<b>English Proficiency</b>									
Limited English Proficient	0	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Non-Limited English Proficient	26	88.5	17.4	34.8	30.4	17.4	65.2	N/A	N/A
<b>Socio-Economic Status</b>									
Subsidized meals	11	90.9	20.0	40.0	30.0	10.0	50.0	I/S	I/S
Full-pay meals	15	86.7	15.4	30.8	30.8	23.1	76.9	N/A	N/A

**Abbreviations for Missing Data**

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

**DEFINITION OF ADEQUATE YEARLY PROGRESS**

As required by the United States Department of Education, adequate yearly progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

SCHOOL PROFILE

	Our School	Change from Last Year	High Schools with Students Like Ours	Median High School
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Students (n= 153)

Retention rate	3.8%	Up from 0.6%	10.3%	9.1%
Attendance rate	95.3%	Down from 96.6%	95.8%	96.0%
Eligible for gifted and talented	8.6%	Up from 7.8%	4.9%	5.8%
With disabilities other than speech	9.4%	Up from 9.2%	12.7%	12.7%
Older than usual for grade	3.9%	Down from 7.0%	10.1%	9.8%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	No change	1.7%	1.6%
Enrolled in AP/IB programs	0.0%	No change	9.4%	10.2%
Successful on AP/IB exams	N/AV		46.4%	53.8%
Annual dropout rate	2.1%	Up from 0.0%	3.5%	2.7%
Career/technology students in co-curricular organizations	0.0%	No change	5.0%	3.6%
Enrollment in career/technology center courses	69	Up from 57	407	466
Students participating in worked-based experiences	22.8%	Down from 64.0%	19.4%	25.7%
Career/technology students mastering core competencies	83.6%	Up from 75.9%	75.8%	77.7%
Career/technology completers placed	N/A	N/A	97.9%	99.3%

Teachers (n= 25)

Teachers with advanced degrees	60.0%	Down from 62.5%	48.6%	52.0%
Continuing contract teachers	92.0%	Up from 91.7%	81.4%	82.1%
Highly qualified teachers**	100.0%	N/A	91.0%	89.5%
Teachers with emergency or provisional certificates	0.0%		8.4%	8.6%
Teachers returning from previous year	88.1%	Up from 87.1%	84.8%	86.2%
Teacher attendance rate	90.5%	Down from 93.1%	94.8%	95.3%
Average teacher salary	\$42,043	Up 2.2%	\$40,560	\$41,060
Prof. development days/teacher	10.3 days	Up from 7.1 days	10.3 days	10.6 days

School

Principal's years at school	6.0	Up from 5.0	4.0	3.0
Student-teacher ratio in core subjects	17.5 to 1	Down from 18.4 to 1	27.3 to 1	26.4 to 1
Prime instructional time	83.6%	Down from 88.9%	89.4%	90.0%
Dollars spent per pupil*	\$5,412	Down 12.4%	\$6,189	\$6,310
Percent of expenditures for teacher salaries*	65.8%	Up from 62.2%	58.5%	57.9%
Opportunities in the arts	Good	No change	Excellent	Excellent
Parents attending conferences	90.0%	Down from 91.9%	91.8%	89.3%
SACS accreditation	No	No change	Yes	Yes
Character development program	Average	N/A	Good	Good

\* Prior year audited financial data are reported.

	Our District	State
Highly qualified teachers in low poverty schools**	N/A	92.0%
Highly qualified teachers in high poverty schools**	N/A	91.1%
	State Objective	Met State Objective
Highly qualified teachers in this school**	65.0%	Yes
Student attendance in this school	95.3%	Yes

\*\*NOTE: The verification process was not completed for the year reported; therefore the count of highly qualified teachers may not be accurate.

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

**REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL**

Lockhart Schools continue to make significant academic and artistic progress as well as meaningful contributions to the community. Our accomplishments include: a \$10,000 award for having one of the largest SAT gains in the state; the Palmetto Silver Award (\$2025) for high levels of student academic improvement; the Superintendent's Honor roll Medal earned by 30% of the students in grades 3 - 5; participation by 85% of students in service learning activities and other community projects, such as such as Relay For Life, March Of Dimes, the Salvation Army Food Drive, Miracle Life Mission, etc.; performances and/or participation by 70% of our students in two musical programs, the Arts Festival and a full-length play.

Our school Internet web page provided information about staff, programs, test results, events, and links to testing information, research and state and national educational agencies. Twenty-two new computers were installed in the computer lab. The School Improvement council and teachers continued monitoring and revising the five-year school-renewal plan. Red carpet building level services inspired school and community pride as did the many enhancements made to the baseball/football field, the breezeway, playground and front lawn.

Teachers, staff, and administration worked diligently this year to ensure student achievement and future success. Language Arts Vertical Teams improved communications, set goals, and endeavored to align the curriculum between grades and departments. HSAP - PSAT - SAT vocabulary programs were implemented. Measures of Academic Progress (MAP) and EASE-E Data Analyzer Program assessed achievement of Language Arts and Math standards. An SAT or ACT Internet testing program featured math and verbal components. TESTU was implemented to improve test scores and student achievement. Science skills improved with the utilization of a daily emerge Science program. Writing-Across-the-Curriculum enhanced writing skills. A summer reading program was initiated in grades 9 - 12. A Comprehensive Development Guidance program was put in practice. Strong home/school relationships were fostered by frequent communication relating to teacher/administrator expectations and student performance.

Glenn Hibbard, Principal

Rhonda Lindler, SIC Chairperson

**EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS**

	Teachers	Students*	Parents*
Number of surveys returned	24	24	43
Percent satisfied with learning environment	100.0%	91.7%	90.7%
Percent satisfied with social and physical environment	100.0%	87.5%	88.4%
Percent satisfied with home-school relations	87.0%	95.8%	75.6%

\*Only eleventh grade students and their parents were included. For schools without grade 11, only the highest grade was included.